

The New Student

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Wisconsin Students Fight for Freedom

Series of Intellectual Combats

In the classrooms at the University of Wisconsin there is a fine tradition of intellectual freedom, won and consolidated over a period of some decades. But the eye of President Birge is watchful of any independent group of students which meddles too much in social problems, and over his shoulder peer the equally watchful eyes of the regents. Is it that the wise men of the University consider that certain hateful ideas may fairly be proscribed by them when found wandering outside the sanctuary of the classrooms? Or is their watchfulness occasioned by fear of criticism,—criticism from comfortable citizens who might forget their manners if they saw facts and theories whose social standing is not of the best parading the academic groves too boldly? There are a number of possible conjectures, any one of which is equally discreditable to the intellectual candor and courage of the President and his associates.

The students are doing what professors did in the days when the freedom of teachers to speak their minds was an issue,—they are fighting. Throughout this past year, a resolute handful of them—the members of the Social Science Club—have been trying to win the right to hold open meetings on the campus where students might listen to lectures of their own choosing. The campaign has been a series of interesting shindys.

In October the Social Science Club applied for a room where they might present Dr. Scott Nearing. The request was denied. Thereupon, at a cost of \$50.00, the club engaged the Madison High School Auditorium, where on October 31st Dr. Nearing delivered the scheduled address on "American Foreign Policy."

On January 3rd the club submitted to the authorities the following list of prospective speakers: W. E. B. DuBois, Frank Vanderlip, Upton Sinclair, Otto H. Kahn, Kate Richards O'Hare, John Haynes Holmes, Senator Robert LaFollette, William G. McAdoo. When the list came back there was a note with it indicating that Mrs. O'Hare and Mr. Sinclair would not be tolerated.

In most of our states—New York for example—those who have been the slowest in recovering from the shell-shock of war have been the makers, administrators, and enforcers of the law. But in Wisconsin, where the state administration is Progressive Republican, Governor Blaine lent a sympathetic ear to the students of the So-

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Freedom Upheld

By JOHN J. BLAINE
Governor of the State of Wisconsin

Any bona fide student organization which is recognised "de facto" by the administration authorities of the University or organised under such general rules as the governing body prescribes, should be entitled to the use of suitable accommodations at the University where it may hold its regular and special meetings at times not interfering with the necessary use of University rooms for the regular work of the University.

A recognised organisation within a University has every presumption in its favor, else it should not be recognised as a part of University activities. Therefore, the program of all student organisations should be left to their own good sense and sound discretion, with such advice as they may and will seek from the administrative authorities of the University.

In a well organised University, the conduct toward students should be such that the responsibility placed upon the students will have the most potent influence for righteous conduct. With this attitude of a University toward its student body, in case of the abuse of the privileges extended to student organisations and failure by students to discharge fully and properly the responsibility placed upon them or their organisations—resulting in injury to the good name of the institution—there should follow appropriate disciplinary action.

The Regents of the University of Wisconsin once said:

"Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great state of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

The constitution of the state of Wisconsin provided that "every person may freely speak, write and publish his sentiments on all subjects, being responsible for the abuse of that right, and no laws shall be passed to restrain or abridge the liberty of speech, or of the press."

Young men and women fit to enter a University, who will subsequently be eligible to receive a degree therefrom, will accept and discharge every responsibility placed upon them compatible with the declaration of the Regents of the University of Wisconsin and the state's fundamental law, and the good name of any institution will have ample protection under the principles I have stated.

The Labour Club In Cambridge, England

By EDRIC A. WELD
Kings College, Cambridge

It is difficult to explain to Americans the exact position of the Labour Club at Cambridge, because of the political significance attached here to the words "labour" and "liberal". The club is both a meeting ground for those who want to discuss the problems of labour throughout the world and to hear its point of view, and a political organization active at election time. This double function of being at the same time a propaganda bureau for the Labour party and something of a "liberal club" in the American sense is well expressed in its object as published: "To establish in the university an organization to co-ordinate the efforts and thoughts of all those who are interested in the aims and objects of the National Labour Party," i. e. "generally to promote the political, social and economic emancipation of the people, and more particularly of those who depend directly on their own exertions by hand or by brain for the means of life."

As now constituted, it has only had a short history, having been formed in the spring of 1920 out of the local Fabian Society and the Cambridge University Socialist Society, both organizations of long standing. The latter, although it has given up the right to hold public meetings, remains as a study group inside the club, having its own officers and inviting outside speakers to address its gatherings. This arrangement seems a distinct success, as it furnishes a frequent opportunity for the discussion of socialist problems, and gives some of the more radical members plenty of chance to express their opinions; yet it does not deprive the Labour Club of the strength of this vigorous element, and enables the club to devote a larger share of its attention to practical problems affecting labour.

The fact that its first two presidents were also presidents of the Union, (the university debating society and general club which, because of the particularism of the different colleges, 1/ is the only university organization of importance) gave the Labour Club a good start; and supported by the wave of post-war idealism it had a most successful season in 1920-21. At first there was a little opposition among the students; members of the Socialist Society had received rough treatment the previous year; a meeting which was being addressed by J. R. Clynes, the leader of the Labour party in Parliament, was nearly broken up by some in-

1/ In Cambridge there are many undergraduate colleges within the University.

The Labour Club In Cambridge, England

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dividuals, apparently under the impression that he was a Bolshevik, but the disorder was put down. The attitude of the authorities has always been one of *laissez faire*; the club has never to my knowledge sought to use university buildings for its meetings, so that embarrassing question which constantly occurs in America has never been raised.

During this last year there has been a marked growth in student tolerance; the general atmosphere has, if anything, been one of apathy: both the Labour and the Liberal Clubs have faced a decline in membership, whereas the Conservative Association, newly rebuilt, has shown unexpected strength. One reason suggested is that the majority of the men who saw service have now graduated, and their places have been taken by men straight from the public schools, most of whom are naturally conservative.

At Oxford, on the other hand, men have been "sent down" by the vice-chancellor, the acting and autocratic head, and certain meetings have been prohibited; but be it said that he is not considered to represent either university opinion or that of the faculty. The club there is stronger than that at Cambridge. Some of the men here have been heard to regret they could not import the vice-chancellor to liven things up, and increase the membership here.

In each term the Labour Club has held half a dozen meetings, addressed by men of prominence in the labour world and followed in each case by an opportunity for questions and for discussion. An attempt has been made to choose the speakers in equal numbers from the trade union

leaders and the "intellectuals". Among the more outstanding have been Sidney Webb, G. D. H. Cole, J. R. Clynes, C. T. Cramp, secretary of the railwaymen, H. L. Brailsford, Malcolm Sparkes of the Building Guild, and Haden Guest on Eastern Europe, while Graham Wallas and Bertrand Russell have addressed the Cambridge University Socialist Society.

During the last year it has been the practice to have the meetings alternately in a public hall—posters being put up in the colleges and through the town—and in private rooms, when they were open to members and their guests, and the discussion afterwards could be more intimate. The speeches have in general been short, sometimes merely serving as the basis for discussion, as it was found that the latter was often the most valuable part of the meeting. I found the more interested members remarkably well read, and showing a keenness in discussion which called forth no memories of the corresponding club in my own college and invariably left me gasping in the rear.

In its political aspect the club is affiliated with the local Labour party and trades council, members of these organizations being always welcome at any of the meetings. It endeavors to give active assistance before and at elections by canvassing, and by furnishing transportation, and speakers. The Labour Clubs in all the universities are members of the Universities' Labour Federation which is part of the national organization of the Labour party. The Federation is a central bureau for use if wanted, sending speakers, enunciating policy in times of crisis, etc. It is

now contemplating taking up an agitation against the suppression of political clubs in certain of the smaller universities.

Owing to the post-war housing shortage, rooms could be secured for only one term. During that period newspapers of all complexions and labour periodicals were furnished, but naturally the service was not appreciated until the rooms had to be given up. A successful device from a social point of view was found in club teas on Sunday afternoons. The officers have been active in contributing weekly labour letters to some of the Cambridge magazines and taking various opportunities to speak at the Union and at other Universities. A progressive magazine, entitled "Youth", was started by a board composed equally of members of the Labour and the Liberal Clubs; but it was found that they were unevenly yoked, and the board now consists of members of the Labour Club and some others interested in the magazine as a literary production.

The club is very fortunate in having had capable and enterprising officers, of standing in the university, and although its membership is now only one hundred, it has a secure position among the other university clubs and societies, is a force in university politics, and with the tolerant attitude of the authorities and students may look forward to smooth if uneventful sailing.

The Fellowship of Reconciliation

FALL CONFERENCE

Subject: Creating the Co-operative Life.

It is planned to have the discussion opened by those who will suggest constructive plans for co-operating with children in the building of a new world. One meeting will discuss the progressive movements in education. Two of the leaders in the Fellowship are expected back from Europe in time to discuss the co-ordinating forces at work in Europe.

Date and Place: The conference will be held from Sept. 7th to 11th (Thursday afternoon to Monday morning) at George School, Pennsylvania. The George School, a Friends' institution, can be easily reached from New York or Philadelphia.

Rates: Since the guests will co-operate by caring for their rooms and waiting on table, the rate will be \$8.00 to cover board and room for the full time, or \$2.25 per day for lesser periods. There will be a conference fee of \$2.00 to cover the expenses of speakers, printing, etc.

To receive later information about the program, speakers, transportation or reservations, write to Paul Jones, Fellowship of Reconciliation, 396 Broadway, New York City.

Wisconsin Students Fight for Freedom

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cial Science Club when they came seeking a place outside the jurisdiction of the University where they might hear Mrs. O'Hare. He granted them the use of the Assembly Hall in the Capitol, and when the local Legion Post assailed him, he stood firm on the principal of intellectual liberty which the administration of the state institution of learning had denied. So on March 30th, Mrs. O'Hare, a refined, elderly woman—spoke on "Crime and Criminals" to a tremendous audience of students and town-folk. She told them of her experiences in jails where she lay during the war as a political prisoner. Lieutenant Governor Comings was there to introduce her, and Adjutant General Holway raised his voice from the platform when the ebullient patriotism of the American Legionnaires seemed about to throw the meeting into chaos.

But the crowning victory was won in the battle over Upton Sinclair. Mr. Sinclair arrived in town on April 28th. The meeting was scheduled for May 1st. No hall had yet been secured. Mr. Sinclair's son, who met him at the train, apprised him of President Birge's attitude, and told him that the meeting would have to be held away from the campus. Thereupon Mr.

Sinclair, who was naturally affronted, went to see President Birge to learn what there was about him that made him unfit in the eyes of the President to address a body of students. There ensued a couple of entertaining sessions. In the first, Mr. Sinclair seems to have handled President Birge somewhat as he later handled the university tennis champion. To borrow tennis terminology, President Birge was not in good form and Mr. Sinclair played him a love match. The second interview was with the regents. Mr. Sinclair first justified himself to them as a man and a citizen. And then he told them that if he spoke in the University he would confine himself to his announced subject "The College Student and the Modern Crisis." But that if he spoke outside of the University his address would be on "The Control of Our Universities by the Interests"—and that he would use a local illustration.

A few hours later the board voted to permit the Social Science Club the use of the gymnasium in which to present Mr. Sinclair, and on May 3rd 2000 people crowded in to hear him.

President Birge is said to have announced recently that censorship will in the future be more lenient.

A Great Opportunity For You

By George D. Pratt, Jr., Foreign Secretary
of the National Student Forum

It is comparatively rarely that a young American student has the opportunity to become acquainted with the life and conditions and to get the ideas and thought methods of his fellow students in Europe by intimate contact with them.

A peculiar series of circumstances placed me just such a fortunate position. When the chance came, however, I reacted immediately to the firmly planted environment in which I had drifted through college.

My instinct said: "Oh, what's the use? Let it alone; you can read all about these fellows when you get home." It suggested all sorts of embarrassments and difficulties.

My curiosity bade me go. It presented fascinating possibilities.

I went into Central Europe and found unimagined treasures. These treasures were vivid and vital. They became more so when I cast my eye back upon my own education and upon my fellow students in America. The difference was striking and not altogether to our advantage.

In the first place they, the students of that part of the world, are far ahead of us in intellectual development. That is, not only are they better studied and better read than we, but also they are men of distinctive or constructive *ideas* based on clear, hard, continuous thinking. This thinking is the result of a keen realization of the fundamental seriousness of our lives. It is backed by ideals and hopes which are direct products of generous hearts. That is a quality which impressed me greatly: this generosity and true goodness of heart back of their thought.

The cause for this development in its present form may be attributed largely to the war. The war forced them into contact with the facts of their lives; the war brought them together in cooperative aid to each other; and it was the war and its aftermath which has set them looking for an everlasting peace through an international understanding of one another. Their good has survived the war. Much of the false has been eliminated. They have been purged, and their spirits have been strengthened to an extent which it is difficult for us even to imagine.

These fellows are more than well worth knowing. They have much to offer and we cannot afford to sit back in contented isolation if we are to take our place in the coming development of our world.

Will the students of America accept this challenge? Can we let indifference keep us in ignorance of this powerful unification, and inter-relation of our fellows abroad?

Here is a plan with a remarkable opportunity for you. Think it over. Realize its possibilities.

The National Student Forum is prepared to bring to this country eight students—one from each of the European countries most affected by the war. These students

would remain in the United States for one year going from college to college in direct verbal communication with those who want to meet them and to know them.

Their coming depends on two things:

1. Whether you want them.
2. Whether you are willing to make them a loan (without interest) which will enable them to get here and to travel among you for a year. Because of their unfavorable monetary exchange they are unable to raise the money themselves.

The students of Europe have asked that it be a loan, not a gift. The National Student Forum guarantees the return of the money to you within three years.

Think it over! Give it your serious, generous, and critical consideration. If you want these students we will accept any amount of money, and will carefully consider any suggestions you wish to send.

We need \$10,000 immediately if these 8 students are to be here for the opening of the colleges next fall.

It is a great opportunity. Consider it, and act now.

EXTRACT FROM A LETTER DATED MAY 20, 1922

"At the last national conclave of the Hungarian students they voted unanimously to launch a finance campaign for funds for Russian Student Relief to be administered through us. Similarly, in Austria students who have been helped by us have voted to tax themselves from Crs.50 to Crs. 150 per week for a period of four weeks, the proceeds to be turned over to us for our Russian Student Relief enterprise. Thus the countries which heretofore have been recipients of our help are now demanding the right of active participation in the raising of moneys for the much needier field, Russia."

CONRAD HOFFMANN, Jr.,
Executive Secretary
European Student Relief

International Summer Schools In Europe

Last year at Salzburg, Austria, an International Summer School was held by the Women's International League for Peace and Freedom. 300 students from 20 countries attended. They were lodged all over the city, those from wealthy countries in the hotels, those from impoverished districts in the cheapest quarters they could find.

This year the W. I. L. proposes to hold two summer schools. The first conducted by the German section of the League will be held in Burg Lauenstein, a castle of the 11th century restored and modernised. The session will be from August 1-14. Among the lecturers who will be present are Bertrand Russell—London, Dr. Blanche Reverchon—Paris and Heinrich Vogeler—Worpswede. The discussion will center around various international problems. One lecture will be given every morning and afternoon in the castle court. When it rains the classes will be given in the

Knight's Hall. In the evenings there will be occasional chamber music and lectures on art.

Express trains on the main Berlin—Munich line stop at Probstzella where carriages will meet the students and take them to the School.

In order to enable the students to live together those from wealthier countries will be charged more than those from countries whose poverty is extreme. A number of scholarships are being arranged. The charge for Americans, including lodging, board (3 meals a day) and tuition for the entire period, will be \$40.00.

The second School will be held at Varese, Northern Italy, from August 18—September 2. The lectures will deal with the international aspects of history, government, the youth movement, literature, art, and pacifism. Among the instructors will be Bertrand Russell, Rev. John Haynes Holmes, Gertrude Baer, and Carlo Schanzer, who was the Italian delegate to the Washington Conference.

The School will be housed in the Collegio Civico now a boys' school but originally the "Villa Quiete," the residence of Duke Francis III d'Este. Meals will be served in the refectories. The cost of board, lodging and instruction for the entire period is \$40.

Lectures at both schools will be in English, German, French and Italian.

Applications should be made at once: for the Italian School to Miss Balch, 6 rue du Vieux College, Geneva, Switzerland; for the German School to the Central Office of the German Section of the Women's International League for Peace and Freedom, Munich, Odeonsplatz 4/II

For further information address Women's International League for Peace and Freedom, Washington D. C.

'Sconset Summer School

SEPTEMBER 3—24

The response to the announcement of the School of Liberal Opinion has exceeded expectations. Not only students, but a large number of teachers, professional men and scientists have expressed their intention to be present.

The program of the School will be to discuss the world we live in. During the first week there will be a group of lectures and round-table discussions on the American mind and the social, economic and other influences that are shaping it. The leader will be Professor James Harvey Robinson.

During the second week the lectures will center about the political and economic state.

The third week will treat of the international state. Such subjects as financial imperialism, the real condition of Europe, the Near East and the Far East, and the possibilities of a world readjustment, will be among the subject discussed.

Request for reservations and enquiries should be addressed to Frederic C. Howe. The 'Sconset Moors, Siasconset, Mass. Reservation request should be accompanied by a deposit of \$5.00.

"The New Student"

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NOTICE 1.

The New Student is issued every fortnight during the college year making 18 issues in all. Persons subscribing now will receive the 18 issues for next year as well as the 4 which have already been published. Anyone wishing a complete file should subscribe at once as we have only a few copies of the first issues left. Articles and editorials from The New Student have been quoted in papers ranging from the Providence Tribune to the San Francisco Examiner. Get it and see why.

NOTICE 2.

The New Student is very desirous of securing as exchanges the newspapers of all colleges. It proposes next year to publish a study of these papers giving the percentage of space devoted in each to athletics, social notes, local news, articles and editorials on general news, educational and student government innovations, comic columns, correspondence, etc. If this study of college journalism is to be of value it should be complete. If you do not already exchange with us please put us on your list.

GREEN APPLES

Youth is supposed to be particularly fond of green apples, half-baked ideas and other indigestible comestibles. Age used to be especially apt in pointing out the connection between the indulgence of this appetite and the later colic. How often has not an old man watched a young one consuming Darwinism and prophesied a pain? He went the same way, so he did, and he knows how it ends.

But the real truth is that the green apples of the old man's youth have long since ripened and become a most healthful and innocuous diet even for the very young. The green apples of this generation are probably hardly recognised, and are doubtless eaten, if at all, with little or no protest.

If at all . . . that is the difficulty . . . Youth has become wary. He would rather starve than suffer colic. He has become mentally emaciated. Let him take a good feed from the tree of knowledge—ripe or unripe, the apples are better than those hand-picked fruits, taken from goodness

"Every burned book or house enlightens the world; every suppressed or expunged word reverberates through the earth from side to side."

EMERSON—Compensation.

knows where, packed in barrels, ripened by steam, and fed to us with a censored spoon.

In other words, why not expose yourself to new ideas, new situations, new people. Summer is the time for green apples and bold experiments. Don't waste these months in sleep and companionable exercise—or even in developing a sweet forbearance of character in the bosom of your family. You have only three summers of your college life. Use them experimentally. Try new thoughts and different beliefs.

Colic? Pooh! if you have never had one you don't know the capacity of your digestion. You might turn out to be an ostrich.

BEST, BOOST, BUST

One of our American characteristics is to insist on having the very best that is possible. We want the best schools, the best streets, the best factories—not the best in the state or even the best in the country, but the best that is to be gotten. We are always willing to scrap our buildings and machinery (iron not political) if we can find something better. This vigorous idealist ardor is one of our greatest assets.

We insist on having the best. Splendid. But some of us are bent on insisting that what we already have is the best. This is known as boosting. A group of college students is driven together and urged upon their honor to yell at the top of their voices that their Alma Mater is the best and can beat up all the rest. Chambers of commerce have been known to use the same methods, but they scream the perfection of their towns from red and yellow bill boards. Statesmen confine themselves to black and white paper. But none of these methods creates a better town, college, or country. In fact they prevent improvement because they deny the need for it.

What is the fate of the booster? He busts. He puffs himself and his organisation up until they are unrecognisable. Some interested person pokes the huge balloon to see what it really is and—piff! it explodes. How about aiming toward the best rather than boosting toward a bust?

THE SCIENTIFIC TEMPER

By BERTRAND RUSSELL

Reprinted from *The Freeman*, May 24, 1922

William James used to preach the "will-to-believe." For my part, I should wish to preach the "will-to-doubt." None of our beliefs is quite true; all have at least a penumbra of vagueness and error. The methods of increasing the degree of truth in our beliefs are well-known; they consist in hearing all sides, trying to ascertain all the relevant facts, controlling our own bias by discussion with people who have the opposite bias, and cultivating a readiness to discard any hypothesis which has proved inadequate. These methods are practised in science, and have built up the body of scientific knowledge . . .

We have had in recent years a brilliant example of the scientific temper of mind in the theory of relativity and its reception

by the world. Einstein, a German-Swiss-Jew pacifist, was appointed to a research professorship by the German Government in the early days of the war; his predictions were verified by an English expedition which observed the eclipse of 1919, very soon after the armistice. His theory upsets the whole theoretical framework of traditional physics; it is almost as damaging to orthodox dynamics as Darwin was to Genesis. Yet physicists everywhere have shown complete readiness to accept his theory as soon as it appeared that the evidence was in its favour . . .

What would have happened if Einstein had advanced something equally new in the sphere of religion or politics? English people would have found elements of Prussianism in his theory; anti-Semites would have regarded it as a Zionist plot; nationalists in all countries would have found it tainted with lily-livered pacifism, and proclaimed it a mere dodge for escaping military service. All the old-fashioned professors would have approached Scotland Yard to get the importation of his writings prohibited. Teachers favourable to him would have been dismissed. He, meantime, would have captured the Government of some backward country, where it would have become illegal to teach anything except his doctrine, which would have grown into a mysterious dogma not understood by anybody. Ultimately the truth or falsehood of his doctrine would be decided on the battle-field, without the collection of any fresh evidence for or against it. This method is the logical outcome of William James's will-to-believe. What is wanted is not the will-to-believe, but the wish to find out, which is its exact opposite.

LIBERAL OBERLIN

The Oberlin Liberal Club originated with a group of pacifists. During the excitement just preceding our entry into the war, Devere Allen, now Managing Editor of "The World Tomorrow", and one of our editorial advisers, issued a paper called "The Rational Patriot." In spite of certain stormy incidents, the paper was allowed to continue publication, an extraordinary proof of the liberal spirit at Oberlin.

Later when the club had become firmly established, an attempt was made to censor the speakers. To increase the program of the Club money was offered from the general student chest which is practically controlled by the administration. The Club accepted and then found that the chest demanded the right to approve the speakers. The Liberal Club promptly refused its aid in spite of the fact that several expensive events had already been booked. However, these events were managed and sold so well that a surplus was left for future work.

Freedom of speech being practically established at Oberlin, the Club is including among its activities an examination of the candidates for local and state offices. These findings are to be published and the Club is to take active part in the social and political questions of the community.

BOOKS FOR THE BOOK-SHY

An engineer in the west wrote to the Newark Public Library and asked for a short list of books on subjects that his specialized education had not included,—books that it would be well for him to read if he wished to inform himself about life to-day, particularly about problems of all kinds that confront the best of the world's thinkers and are by the best of the world's thinkers talked about and written about. At the same time a large manufacturing company asked us to suggest a similar collection of books, covering a wider subject range, for the library used by their executives. The list below is the result of these two requests. We of the Newark Public Library did not think the list well balanced. We did not think it included every book that every well-informed person should read. We did not think that every well-informed person should read every book on the list. It was intended as a starting point for a person interested in one or another of the subjects, as a provoker of criticism and discussion.

"College students have no time to read." That was said by the students of 40 years ago. It is said to-day. It is just as true now as it was then. It is one of the accepted dogmas of college life.

But how about vacation time? Well, it seems that college students are then resting, and are book-shy.

Nevertheless, we being optimistic and being condemned, alas! to act as missionaries to non-readers, have dared to ask the editor of *The New Student* to publish the list that follows of books of a thought-provoking habit. We did not ask for its publication here because we hoped by it to persuade college students to read in vacation; but because, in spite of the ancient tradition that college students don't read, and in spite of the ancient dogma that they haven't any time to read, we find that the very existence of this journal brings in the pleasant assurance that some do read and that more will if the right reading for them lies in wait for them.

And the books on this list are of the kind that lie in wait for all who have what Professor Robinson would call "the makings of a mind"—that is, brain cells of cerebrational capacity.

J. C. DANA

Public Library, Newark, N. J.

THE ARTS

- Cram, R. A. Hastings, Thomas; Bragdon, Claude. Six Lectures on Architecture. Chicago Univ. Pr. 1917. \$3.
Harrison, Jane. Ancient Art and Ritual. Holt. 1913. \$90.
Krehbiel, H. E. How to Listen to Music. Scribners. 1906. \$1.75.
Petrie, W. M. F. Arts and Crafts of Ancient Egypt. McClurg. 1910. \$1.75.
Sherbow, Benjamin. Making, Type Work. Century. 1916. \$1.25.
Statham, H. H. Architecture for General Readers. Chapman & Hall. 1896. 10s 6d.
Thomson, J. A. K. Greeks and Barbarians. Macmillan. 1921. \$3.

Treize, J. F. Design and Color in Printing. Inland Printer Co. 1909.

Van Dyke, J. C. Art for Art's Sake. Scribner. 1907. \$2.50.

BIOGRAPHY

- Adams, Henry. Education of Henry Adams. Houghton. 1918. \$6. Autobiography written in the third person. "Valuable as literature for its style, for its interest as a piece of reading; valuable for its records and comments on important events, its portraits of great men known through a long life; valuable as the study of a man's 'education' in life."
Charnwood, G. R. B. Abraham Lincoln. Holt. 1916. \$3.. Conceded to be the best life of Lincoln.
France, Anatole. On Life and Letters, 1st series. John Lane. \$2.50.
Greenfell, W. T. A Labrador Doctor; autobiography. Houghton. 1919. \$5.
Holland, Francis. Seneca. Longmans. 1920. \$4.
James, William. Letters. Atlantic Monthly Press. 1920. 2v. \$10. Scientist and thinker. "One of the greatest Americans in personal qualities as well as in powers of mind and these letters reveal him as he was."
Muir, John. Story of my Boyhood and Youth. Houghton. 1913. \$3.25.
Paine, A. B. Mark Twain: a biography. Harper. 1912. 4v. \$6. Authoritative life of the great humorist. "Mine for students of American life and literature of our time."
Parkman, Francis. Montcalm & Wolfe. 2v. Little Brown. 1907. \$2.75 ea.
Prout, H. G. A Life of George Westinghouse. Scribner. 1921. \$2.50.
Pyle, J. G. Life of James J. Hill. Doubleday. 1917. 2v. \$5. "Thoroughly worth reading as the life story of a successful worker of a truly American type and as an example of what can be accomplished by honesty, unremitting endeavor and high ideals." "Gives financial history of the railroads with detail and accuracy."
Strachey, Lytton. Queen Victoria. Harcourt. 1921. \$5. "Historically exact; fascinating in matter and manner." "No such short biography in English."

BIOLOGY

- Conklin, E. G. Heredity and Environment in the Development of Men. 3d ed. Princeton Univ. Pr. 1920. \$2. "Post-Darwinian achievements in biology for the lay reader."
Crampton, H. E. Doctrine of Evolution. Columbia Univ. Pr. 1911. \$2.
Darwin, Charles. Descent of Man. Appleton. 1889. \$4.
Dendy, Arthur. Outlines of Evolutionary Biology. Appleton. 1912. \$5. Essential functions of the living body; evolution of sex and reproduction, variation and heredity. Sketches the history of the evolutionary theory of biology from Buffon to Weismann. Readable and lucid.
Fabre, J. H. Life of the Fly. Dodd, Mead. 1913. \$2.50.
Huxley, T. H. Methods and Results. Appleton. 1894. \$2.50.
Jordan, D. S. & Kellogg, V. L. Evolution of Animal Life. Appleton. 1916. \$2.
Locy, W. A. Biology and its Makers. Holt. 1908. \$3. Entertaining. The Dial said it was better than any other single book for giving the layman a clear idea of the scope and development of the broad science of biology.
Osborn, H. F. Men of the Old Stone Age. Scribner. 1915. \$5.
Thomson, J. A. Darwinism and Human Life. Holt. 1917. \$2.
Thomson, J. A. System of Animate Nature. Holt. 1920. \$6. 2v. Shows present phase of Darwinian theory. "Takes stock of the situation of speculative biology at the beginning of a new phase in science."
Saleby, C. W. The Eugenic Prospect. Dodd, Mead. 1921. \$4.

CHEMISTRY

- Findlay, A. Chemistry in the Service of Man. Longmans. 1916. \$3.75. For the intelligent reader who knows a little chemistry and would like to know more. Author an eminent British authority. Possibly less inclusive than Tilden and less "conversational" than Hendrick.

Harrow, Benjamin. Eminent Chemists of our Time. Van Nostrand. 1920. \$2.50. "Eleven scientists whose work is indissolubly bound up with the progress of chemistry during the last generation or so."
Hendrick, Elwood. Everyman's Chemistry. Harper. 1917. \$2.50. The part chemistry is taking in industrial progress today told in lively style. Shows up methods of industrial profiteers. Bibliography.

Loring, F. H. Atomic Theories. Dutton. 1921. \$5. Newer facts and theories relating to the atom.

Mills, John. Within the Atom; a popular view of electrons and quanta. Van Nostrand. 1921. \$2.

Slosson, E. E. Creative Chemistry. Century. 1919. \$2.50. Recent achievements in industrial chemistry for the general reader.

Tilden, Sir W. S. Chemical Discovery and Invention in the Twentieth Century. Dutton. 1917. \$5. Discoveries and inventions in physical, organic, inorganic and applied chemistry since about the beginning of the present century; by an authority.

ECONOMICS—THEORY

- Brooks, J. G. Labor's Challenge to the Social Order. Macmillan. 1920. \$2.50.
Clay, Henry. Economics; an introduction for the general reader. Macmillan. 1918. \$2. Best small volume on general economics that has appeared in this decade.—American Economic Review.
Davenport, H. J. Economics of Enterprise. Macmillan. 1913. \$3.25.
Friday, David. Profits, Wages and Prices. Harcourt. 1921. \$2.
Kirkup, Thomas. History of Socialism. 5th ed. Macmillan. 1920. \$2.75.
Ogg, F. A. Economic Development of Modern Europe. Macmillan. 1918. \$3.50.
Seligman, E. R. A. Principles of Economics with Special Reference to American Conditions. Longmans. 1919. \$3. Contains a good list of references on economics, including the older standard works.
Tausig, F. W. Principles of Economics. 2nd ed. Macmillan. 1916. 2v. \$3.40 ea.
Tawney, R. H. Acquisitive Society. Harcourt. 1920. \$1.50.
Veblen, T. B. Engineers and the Price System. Huebsch. 1921. \$1.50. Essays, reprinted from The Dial, on the present American industrial system.
Veblen, T. B. Theory of the Leisure Class. Macmillan. 1917. \$2.50.

ECONOMICS— INDUSTRIAL RELATIONS

- American School of Correspondence. Employment Management and Safety Engineering; a practical reading course in modern employment management and safety measures, based upon a personal survey of sixty representative plants and installations; prepared by a corps of employment and safety experts.
v.1. Employment; Department Organization; Functions; Personnel.
v.2. Job Analysis; Labor sources; Safeguarding selection.
v.3. Training workers; Systems; Policies; Forms.
v.4. Follow-up; Labor turnover; Collective bargaining.
v.5. Industrial Insurance; Medical service; Legal phases.
v.6. Safety work; Accidents; Engineering features; Equipment.
v.7. Mechanical guarding; Special features; Index.
American School of Correspondence. 1919. 7v. \$32.40
Burritt, A. W. Profit Sharing. Harper. 1918. \$2.50.
Colvin, F. H. Labor Turnover, Loyalty and Output. McGraw. 1919. \$1.50.
Shefferman, U. W. Employment Methods. Ronald Press. 1919. \$2.
Stein, L. Buying Brains. Authors Press. 1919. \$2.

ECONOMICS— BUSINESS MANAGEMENT

- Diemer, H. Factory Organization and Administration. McGraw. 1921. \$4.
Elbourne, E. T. Factory Administration and Cost Accounts. Longmans. 1921. \$15.
Jones, E. D. Administration of Industrial Enterprises with Special Reference to Factory Practice. Longmans. 1916. \$2.
Kimball, D. S. Principles of Industrial Organization. McGraw. 1919. \$3.
Marshall, L. C. Business Administration. Univ. of Chicago. 1921. \$4.

Nystrom, P. H. Economics of Retailing. Ronald Press. 1919. \$3.

ECONOMICS—MARKETING

Cherington, P. T. Elements of Marketing. Macmillan. 1920. \$2.
 Duncan, C. S. Marketing, its Problems and Methods. Appleton. 1921. \$3.50.
 Frederick, J. G. Business Research and Statistics. Appleton. 1920. \$2.50.
 Ivey, P. W. Principles of Marketing. Ronald Press. 1921. \$3.
 White, P. Market Analysis, its Principles and Methods. McGraw. 1921. \$3.50.

GEOGRAPHY

Brunhes, J. Human Geography; translated by Lecomte, ed. by I. Bowman and R. E. Dodge. Rand. 1920. \$5. A fascinating study of the effect of geography on civilization by a noted French authority.
 Chisholm, G. C. Handbook of Commercial Geography. Longmans. 1918. \$7.50. For many years and in various editions the standard English work. Very comprehensive.
 Huntington, E. and Cushing, S. W. Principles of Human Geography. Wiley. 1921. \$3.50. Similar in subject to the Brunhes, but shorter, less detailed and more in the textbook form.
 Smith, J. R. Industrial and Commercial Geography. Holt. 1913. \$4.50. Foremost American authority on commercial geography.
 Smith, J. R. World's Food Resources. Holt. 1919. \$3.50.

GOVERNMENT

Bridgman, R. L. First Book of World Law. Ginn. 1911. \$1.65.
 Bruère, Henry. New City Government. Appleton. 1912. \$3.50.
 Bryce, James. American Commonwealth. Macmillan. 1910. \$3.
 Bryce, James. Modern Democracies. Macmillan. 1921. 2v. \$10.50.
 Chung, Henry. Oriental Policy of the United States. Revell. 1919. \$2.
 Fenwick, C. G. Political System in Transition. Century. 1920. \$3. "Excellent account of the shake-up in governments produced by the war." "He writes with eminent fairness and writes only to inform."
 Gilbert, A. B. American Cities; their Methods of Business. Macmillan. 1918. \$2. Small volume showing successful business methods of city promotion.
 Hobson, J. A. Imperialism. Pott. 1902. \$2.75.
 Hobson, J. A. Problems of a New World. Macmillan. 1921. \$2.50.
 Laski, H. J. Authority in the Modern State. Yale Univ. Pr. 1919. \$3.
 Lippmann, Walter. Preface to Policies. Holt. 1913. \$1.50. "Preliminary sketch for a theory of politics."
 Masterman, C. F. G. How England is Governed. Knopf. 1922. \$3.
 Mathews, J. M. Conduct of American Foreign Relations. Century. 1922. \$3.
 Mathews, J. M. Principles of American State Administration. Appleton. 1917. \$3. "There is no single volume which brings together so much first-hand material on the structure and functions of the executive departments of the states." Style is "understandable".
 Maxey, C. C. County Administration. Macmillan. 1919. \$3.
 Neilson, Francis. How Diplomats Make War. Huebsch. 1921. \$2.
 Toulmin, H. A. City Manager. Appleton. 1905. \$2.50.
 Willoughby, W. W. & Rogers, Lindsay. Introduction to the Problems of Government. Doubleday Page. 1921. \$3.

HISTORY

Burckhardt, Jacob. Renaissance in Italy. Macmillan. 1890. \$5.
 Farrand, Max. Development of the United States. Houghton. 1918. \$2. Perhaps as good a history of the country as can be told within the limits of 340 small pages." Author a Yale Professor.
 Fiske, John. Beginnings of New England. Houghton. 1901. \$2.50.
 Guest, L. H. Struggle for Power in Europe, 1917-1921; an Outline, Economic and Political Survey of the Central States and Russia. Doran. 1921. \$4.50.
 Gibbons, H. A. New Map of Asia. Century. 1919. \$2.50.

Hornbeck, S. K. Contemporary Politics in the Far East. Appleton. 1916. \$3.50. Said to be the best book on the Eastern question.
 Jones, C. L. Mexico and Its Reconstruction. Appleton. 1921. \$3.50. Author has been commercial attaché to American embassy in Spain and Professor of Political Science in the University of Wisconsin.
 Jones, H. Companion to Roman History. Clarendon Pr. 1912. \$8.
 Petrie, W. M. F. Revolutions of Civilization. Harper. 1911. \$7.5.
 Robinson, C. E. The Days of Alkibiades. Longmans. 1917. \$2.
 Robinson, J. H. The New History. Macmillan. 1912. \$1.50.
 Taggart, F. L. Processes of History. Yale Univ. Pr. 1918. \$1.50.
 Waring, L. F. Serbia. Holt. 1918. \$9.00.
 Wells, H. G. Outline of History. Macmillan. 1920. 2v. \$10.50. 3rd ed. rev. in 1 vol. Macmillan. 1921. \$5.

PHILOSOPHY

Adams, G. P. Idealism and the Modern Age. Yale Univ. Pr. 1919. \$2.50. Depicts the modern philosopher's task as a reconstruction of old faiths in terms of new forces.
 Bergson, H. L. Mind Energy. Holt. 1920. \$2.50. Essays that will show Bergson's philosophy to the student who has not time to study his exhaustive "Creative Evolution".
 Clarke, J. F. Ten Great Religions. Houghton. 1921. 2pts. \$2.50 ea.
 Dewey, John. Reconstruction in Philosophy. Holt. 1920. \$2. Sketches the development of European philosophy and recapitulates Professor Dewey's philosophy of pragmatism.
 Elliot, Hugh. Modern Science and Materialism. Longmans. 1919. \$3.50.
 Harrison Frederic. Philosophy of Common Sense. Macmillan. 1907. \$1.75.
 Hoernle, R. F. A. Studies in Contemporary Metaphysics. Harcourt. 1920. \$3. "Good reading for those interested in modern thought movements."
 Hoffding, Harold. History of Modern Philosophy. Macmillan. 1915. 2v. \$10.50. Philosophy of the past three centuries.
 James, William. Some Problems of Philosophy. Longmans. 1911. \$1.75. Pragmatism.
 James, William. Varieties of Religious Experience. Longmans. 1903. \$4.
 Lecky, W. E. H. History of the Rise and Influence of the Spirit of Rationalism in Europe. Longmans. 1920. 5s.
 McGiffert, A. C. Rise of Modern Religious Ideas. Macmillan. 1915. \$2.
 Ormrod, A. T. Concepts of Philosophy. Macmillan. 1920. 17s.
 Rignano, Eugenio. Essays in Scientific Synthesis. Allen. 8s. 6d.
 Royce, Josiah. Spirit of Modern Philosophy. Longmans. 1916. \$3.
 White, A. D. History of the Warfare of Science with Theology in Christendom. Appleton. n. d. 2v. \$8.00.

PHYSICS

Baker, T. T. Radiographic Technique. Wood. 1921. \$3.50.
 Berry, W. H. Aircraft in War and Commerce. Doran. 1918. \$1.75.
 David, E. J. Aircraft. Scribner. 1919. \$3.
 Haldane, Viscount. Reign of Relativity. Yale Univ. Pr. 1921. \$5.
 Luckiesh, M. Artificial Light; its Influence upon Civilization. Century. 1920. \$2.50. "A full and interesting treatment of a fascinating subject."
 Owen, David. Recent Physical Research. Van Nostrand. 1914. \$1.50. Short essays on some of the more important recent developments of physics.
 Pratt, H. B. Commercial Airships. Nelson & Sons. 1920. \$6.
 Schlick, Moritz. Space and Time in Contemporary Physics. Oxford Univ. Pr. 1920. \$2.50.
 Slosson, E. E. Easy Lessons in Einstein. Harcourt. 1920. \$1.35. "The main points of the Einstein Theory and the experiments leading to it explained in an interesting and informal way."
 Soddy, Frederick. Science and Life. Dutton. 1920. \$2. Research in radio-activity.
 Soddy, Frederick. Interpretation of Radium. Putnam. 1920. \$3.75.

PSYCHOLOGY

Boas, Franz. Mind of Primitive Man. Macmillan. 1921. \$2.
 Brett, G. S. History of Psychology. 3v. Macmillan. 1921. \$4.50 ea.
 Drever, James. Psychology of Everyday Life. Dutton. 1920. \$2.50. Appendix lists 100 of the best books in psychology for the general reader.
 Haldane, J. S. Mechanism, Life and Personality. Dutton. 1921. \$2.50.
 Hall, G. S. Founders of Modern Psychology. Appleton. 1911. \$3.50.
 Hart, Bernard. Psychology of Insanity. Macmillan. 1920. \$1.
 Holt, E. B. Freudian Wish and its Place in Ethics. Holt. 1915. \$1.
 Jastrow, Joseph. Fact and Fable in Psychology. Houghton. 1901. \$3.
 Martin, E. D. Behavior of the Crowds. Harper. 1920. \$2.
 McDougall, William. Introduction to Social Psychology. 13th ed. Luce. 1921. \$1.75. Gives to the novice interested in the social sciences a correct psychological point of view and the indispensable minimum of modern psychological doctrine.
 Robinson, J. H. Mind in the Making; the relation of intelligence to social reform. Harper. 1921. \$2.50. The manner in which our human intelligence appears to have come about. "The book makes it evident that the mind of man has as yet realized but few of its infinite possibilities, that it still listens reverently to the 'voice of the herd.' The author has no reforms to recommend but the liberation of intelligence and the transformation of 'creative thought' into power which he sees as the 'greatest treasure of the past and the only hope for the future'."
 Russell, B. A. W. Why Men Fight. Century. 1917. \$1.75.
 Swift, E. J. Psychology and the Day's Work. Scribner. 1918. \$2. Shows the principles governing intellectual improvement. Describes the mental processes of successful men of all sorts and conditions from military geniuses to managers of successful chain stores. Popular and sound.
 Tead, Ordway. Instincts in Industry. Houghton. 1918. \$2.
 Trotter, W. Instincts of the Herd in Peace and War. Macmillan. 1920. \$2.50.
 Wallas, Graham. The Great Society. Macmillan. 1914. \$2.25.
 Woodworth, R. S. Dynamic Psychology. Columbia Univ. Pr. 1918. \$2.

SOCIOLOGY

Bury, J. B. Idea of Progress. Macmillan. 1920. \$5.60.
 Carver, T. D. Essays in Social Justice. Harvard Univ. Pr. 1915. \$2.50.
 Cooley, C. H. Social Process. Scribner. 1918. \$2. Concrete and practical treatment of the broad subject by a present day sociologist.
 Dickinson, G. L. Modern Symposium. Doubleday. 1905. \$1.50.
 Dill, Samuel. Roman Society from Nero to Marcus Aurelius. Macmillan. 1919. \$6.
 Edman, Irwin. Human Traits and their Social Significance. Houghton. 1920. \$3.
 Ellis, Havelock. Philosophy of Conflict. Houghton. 1919. \$2.50.
 LeBon, Gustave. World in Revolt. Macmillan. 1921. \$4.
 Lippmann, Walter. Drift and Mastery. Holt. 1917. \$1.50.
 Parsons, E. C. Old Fashioned Woman. Putnam. 1913. \$1.50.
 Ross, E. A. Principles of Sociology. Century. 1920. \$4. Extensive work by the best known American sociologist. "Has the animated manner and vividness of the book of travel."
 Russell, B. A. W. Proposed Roads to Freedom. Holt. 1919. \$1.75. Discusses socialism, anarchism and syndicalism and advocates guild socialism.
 Spencer, Herbert. Study of Sociology. Appleton. 1888. \$3.
 Sumner, W. G. Folkways. Ginn. 1907. \$4.20.
 Todd, A. J. Theories of Social Progress; a critical study of the attempts to formulate the conditions of human advance. Macmillan. 1918. \$2.75. Its "allusions and quotations carry one through nearly the whole range of literature bearing on social progress".

Have You A Loyalty Card?

There is at present in New York City a committee which is operating under the recently passed Lusk Law. This law provides that no teacher shall teach in the public schools of the state without a loyalty certificate. These certificates are issued by the Commissioner of Education if he is satisfied with the opinions of the teacher.

The poor commissioner, however, found that it was far too much work to investigate the opinions of all doubtful teachers. He therefore appointed a committee known as the Advisory Council which was to do this part of the work for him. Besides lessening the labor it looks much better for a committee of five rather than a single man to decide what the opinions of the next generation shall be.

The committee is Conscientious and Thorough. It does not merely consider what the teacher says in the class room, but takes into account all his acts, utterances, and publications, whether reported by fellow teachers, parents or students. Any of these is free to file a complaint with the committee. Doubtless students whose patriotism does not extend to a desire to pass examinations will arrange to have their instructors absent on that day—answering the questions of the committee.

The Advisory Council is august. It is venerable. It sits behind closed doors. It regards the glaring light of publicity as inartistic. It never confronts the accused with the accuser. Is it illegal to suggest that the committee is rather medieval in tone?

On May 14 the first four teachers were arraigned before this court of opinion. They had been accused of being unfit to teach the young for the following reasons:

Garibaldi Lapallo and Charles Ham had signed a letter which was published in The New Republic in 1918 and which suggested that conscientious objectors be assigned to non-combatant corps.

Simon Goldblum was accused of having said, also in 1918, that reports of the German atrocities were probably exaggerated.

Miss Horowitz had lost her "loyalty card".

What, for example, is a "loyalty card"? Did any one ever hear of such a thing before? In the war when there was a sugar shortage we had sugar cards. Every time we bought sugar the card was punched. We could only buy so much. Does the existence of loyalty cards imply that there is a shortage of loyalty, that, in fact there are very few sweet and flattering things left for us to say about our government and that we must be careful not to use them all up at once? Whatever else it may be, a loyalty card is undoubtedly a gratuitous insult from a fatuous administration to a most lenient public.

These teachers were "acquitted". That is to say, they were kindly permitted to go on spending their lives and the vigor of their minds in civilising the next generation, while the state gives them in return a bare stipend and is apt to say at the end of their service that it is really *awfully* sorry but it doesn't see *where* its going to

get the money to pay pensions at present and *please* to accept its most *sincere* apologies for the delay.

These teachers returned to their schools. Simon Goldblum, however, teacher of history at the De Witt Clinton High School, found on his return further evidence of the ubiquitous activity of the neo-patriotic educationists.

Another committee appointed by the Department of Education with Dr. Edward Mendel as chairman had just handed down its report saying that history, at least in the elementary grades, should not be taught as an end in itself, but as a means for teaching such things as love for law and order, respect for constituted authority, and appreciation of the country's institutions and ideals. In other words, as the New York Times says (May 17), the committee evidently thinks that "history, at any rate for the young, should be propaganda rather than truth," "truth with discretion" as the American Association of University Professors puts it.

With such hindrances to honest teaching and sincere thought we must expect soon to see the remnant of able men and women leaving the profession. Already 27 of New York's most famous educators from Columbia University, Union Theological Seminary, and the College of the City of New York have protested against the conduct of the "teachers' Star Chamber". Among those who signed the protest were John Dewey, Franklin H. Giddings, Dean Paul Klapper, E. R. A. Seligman and E. L. Thorndike.

It is said that the Advisory Council does not enjoy its work in the least; but that as long as the Lusk law remains on the statute books it ought to be enforced, and the Council, however unwillingly, must do its part to enforce this most un-American piece of legislation.

Colorado "Students"

The "students" at Colorado College furnish strong evidence of the "descent of man". Apparently the buildings and grounds provided for the advancement of their education were not the environment most suited to their particular mental caliber. They evidently thought a jungle was a more appropriate setting for their naive and boyish spirits. True, it was only an imitation jungle concocted with a few stuffed animals stolen from the museum but it seems to have satisfied these uncritical denizens of the halls of learning.

The cause of this interesting display was that the college did not renew the contract with the football coach. A group of students in high-spirited despair proceeded with inevitable logic to the museum. They took some hundreds of specimens from the cases and set them up with a certain artistic effect upon the campus. The camel leant against the flagpole, the hippo squatted patiently on the college steps. A live cow was then driven into the museum building.

Lest some of our readers should be puzzled by the mystic symbolism of these acts we hasten to suggest that the students probably meant to indicate that if the members of the faculty and other intellectuals

would leave their stuffy class rooms and come out into God's great outdoors (alias the campus and the football field) considerable benefit would accrue. A class instead of being as dead as a museum piece would become as lively as a bull in a china shop. Ergo the football coach should be retained. This is the best explanation we can offer and we think really that we have done rather well.

President Lowell of Harvard on April 18 made a speech stating that the "cut-up" spirit had practically vanished from the colleges. Students under the system of self-government have, he said, become imbued with a community spirit and a sense of responsibility.

Apparently, however, Colorado still boasts a few specimens of the old fashioned rip-snorter rah-rah come-outer. It may not have been chance so much as a Freudian inferiority complex, a sense of impending fate, which led these youths in their efforts to express themselves, to a museum.

It is to the credit of the student body of Colorado that most of the students regret the method taken by their companions to express disapproval of the president of the college and his administration.

BROOKWOOD A Workers' College

By EVELYN PRESTON, *Barnard '23*

Brookwood, the resident labor college at Katonah, New York, is one of the most interesting experiments taking place in workers' education. It is the only example of its kind in America, and differs also from the resident colleges in England, which either go in more for the liberal arts or are frankly teaching Marxian socialism.

Education at Brookwood is strictly vocational: it wants to turn out men and women capable of contributing to the technique of trade union organization and vitally conscious of the part the labor movement should play in social evolution. To this end, courses are given in the history of civilization, in the industrial and social history of the United States, in statistics and in English.

Brookwood is organized on a functional basis which takes cognizance of three groups, the faculty, the students and the community. Although the community only consists of the faculty and students, yet taken together they have a different relation to the enterprise as a whole, than they do in their separate group capacity as faculty and students.

The faculty group function primarily as teachers, the student group as learners. As community members, however, there are no distinctions. Each person whether faculty or student fulfills his function as a member of the community.

On this simple structure the following form of government was created:—The faculty organized with its own officers. It holds its own meetings and takes action on those things which pertain to it. This is equally true of students and community. The action of each group is final provided the matter acted upon relates solely to the function of that group. When there

On The Road

By JOHN ROTHSCHILD
*Executive Secretary of the National
Student Forum*

appears to be an overlapping of function the groups concerned take action separately. If a difference should arise it would be adjusted by the Executive Board, though in the last analysis the community is recognized as the final arbiter.

The Executive Board consists of two delegates elected by the faculty, two by the students, and one by the community. The community delegate is ex-officio chairman of the community and of the Executive Board. All delegates are subject to recall. At all times, except when the community is actually in session, the Brookwood Executive Board is the supreme executive power.

The Works Committee was created by the Executive Board. It consists of three members of the community appointed by the Board and is subject to the latter's control and supervision. This Committee has entire charge of the up-keep of the place in its physical and material aspects and assigns work each week to all community members. All of the work is done by these, faculty and students alike, and consist primarily of cooking, dish-washing, waiting on table, house cleaning, care of furnaces, cutting wood, road tending, and such painting and repair work around the place as can be done by them.

Brookwood is on its second year now. There are five teachers and about twenty students picked by their local unions. There is no age limit to the student body, and its members range from young garment workers in the twenties to union vice-presidents in the forties. They enjoy the most complete self-government, arranging the hours of work, vacations, material to be discussed, etc. In fact, at the economics class I attended, the professor asked for permission to go up to New York for some important meeting. Their desire to learn is so strong that they gave themselves only a week at Christmas, no Washington's Birthday, and only four days at Easter. They work about ten hours a day at their books, have frequent formal debates on such subjects as compulsory arbitration, and evening discussions on current events.

There are no social distinctions of any kind. Not even age classes—the students call the faculty by their first names. There is a great deal of fun mixed in, too—dancing, and baseball, and walking.

You could not find a more delightful situation for a college. It lies in the heart of the Westchester hills, and from the main building, an attractive colonial house, you can look over miles of rolling fields and woods. There are separate cottages for the men and women students where the grey walls of the bedrooms are livened up by colored cretons, open fire places, and shelves filled with books.

There is a farm unit sufficiently large to yield enough butter, eggs, potatoes and vegetables to last the whole year, and a scientific farmer organizes the community to take part in this manual labor.

These students are going to give the American labor movement real leadership as they will know how to make explicit its fundamental significance. They won't just worry about holding down their official positions or be content to bicker about hours and wages for they will be consciously striving to eliminate all acquisitiveness from our society.

For the past month or more, I have been "on the road" for The National Student Forum. I have found myself much in the society of commercial travellers. Generally the first question in train or lunch room has been "What's your line?". It took me a while to realize that I had a line—that I was "selling" something—but finally it did dawn on me, and from that time on my reply has been "I carry ideas and ideals."

Sometimes this has led to long and painful attempts to explain, in business jargon, or in the terms of newspaper sociology, what The National Student Forum is. But more often, I guess, my brother salesman has drawn his own conclusion,—perhaps that I travel for an advertising firm—and the conversation has shifted at once to baseball.

"And now", you ask, "has your un-commercial traveling paid?" I think it has. I think it has profited a number of colleges, and I know the wealth of inspiration which it has given me.

Imagine a beautiful little mid-western college of about five hundred students. It is perhaps an ambitious little college trying to be a regular American institution of learning. It has just raised five hundred thousand dollars endowment. It is building new halls and multiplying departments. There is much motion.

And yet this little college is dead. There is no blood in it. I, who have passed my winter close to the problems of civilization, feel as if I had suddenly stepped out of humanity. I talk with students and teachers and with the administrative officers, in an effort to understand. I find a little group of the students who are hospitably-minded, and eager to know their civilization; I find candid and intelligent teachers; and a college president who, though conservative in his opinions, is an intellectual liberal. The spirit of the place is right and yet it is going to send these generous minded students away indoctrinated with all the common prejudices, and ignorant of the human problems of their generation!

Then I discover what I had suspected all along. These students and teachers are contenting themselves with an academic approach to problems which are essentially human. They are studying about movements from books and judging events from newspapers and journals. And you know that to make a *human problem* the matter of academic class room analysis is generally to make of it another *subject of study*.

So I suggest to the students that they associate themselves for the purpose of turning these *subjects* of the class room into *problems* of their own. I point out to them how close at hand, in the neighboring industrial city, the type problems of America lie open before them, and sometimes even before I leave they have telegraphed to some progressive employer, personnel administrator, labor arbitrator, or labor leader, asking him to come and confer with them.

A group of students in this little college have broken the shell of their isolation! They are supplementing the traditional method of the class rooms with the method legitimate for citizens! Through them—a mere handful of students—the world is at last going to enter this college in a candid intimate way! The new student is awakening!

But we do not confine ourselves to consideration of the outside world. We talk of things close to student life as we become better acquainted. For generally I spend two days in the college. Much of our discussion is of the curriculum problems and of student government. I generally find that these students have ideas about student relations and about their own education which should be made known to other students and to educators, so I get someone of them to write an article for The New Student.

We talk about what students are doing and thinking elsewhere. These students who have perhaps thought they were the only serious college people in America discover that there are others of like temperament in almost every one of the seven hundred odd colleges of the country. Thus a few students in this small western college discover their kinship with many other young people scattered from coast to coast. Again the world—this time the student world—has entered the little college.

It would take many columns to chronicle my adventures in each college. There were 19 of them: Elmira, Alfred, University of Toronto, Oberlin, Miami, Western College for Women, McKendree, University of Wisconsin, University of Chicago, Northwestern University, Denison, Cornell, Berkeley Divinity School, Wesleyan, Massachusetts Institute of Technology, Harvard, Wellesley, Hood, Yale.

Based on this acquaintance, there are a good many generalizations which I might make with reasonable confidence. But on two points I am convinced beyond a shadow of doubt. The applicability of The National Student Forum idea to the intellectual and social needs of students has been demonstrated to me; and the response everywhere in excess of my expectations leaves me in no doubt as to the future.

As result of Mr. Rothschild's recent trip into the colleges, the following student organizations have already affiliated with The National Student Forum.

The Round Table, Miami University, Oxford, Ohio, numbering a membership of 19.

The Liberal Club, at the University of Chicago, Chicago, Ill., membership 28.

The International Relations Club of Rockford College, Rockford, Ill., membership 58.

The Liberal Club of Oberlin College, Oberlin, Ohio.

The Contemporary Club of Hood College, Frederick, Md.

In addition to these recent accessions to the ranks, the following are also enrolled:

Bryn Mawr Liberal Club, George Washington University Free Lance Club, Harvard Student Liberal Club, New York University Law School Liberal Club, Union Theological Seminary Contemporary Club, Vassar College Political Association, Wellesley College Forum.

Denison University

Where Is Diogenes?

Denison University is a Baptist college in Granville, Ohio. It had a particularly fine zoology department, and the president, C. W. Chamberlain, has often been heard to boast that he had the best zoology teacher in Ohio.

This teacher was Professor S. I. Kornhauser. He was appointed acting professor in 1919. In December 1919 Dr. Kellogg at Battle Creek offered Professor Kornhauser a higher salary and opportunities for research. President Chamberlain thereupon increased Professor Kornhauser's salary and raised his position from that of "acting professor" to "professor". Dr. Kornhauser then agreed to stay at Denison. He was listed in the catalogue as "Professor" and understood that he was a regular professor on permanent tenure. For this reason he devoted himself for three years to building up his department until it attained a considerable preeminence, necessarily foregoing in the meantime most of his research work.

He became a leader among the students, devoted his time and energy to the program of the Y. M. C. A., championed the moral issues of the campus and community, and generally exemplified the highest type of Christian manhood. He established a health department. He was president of the Faculty Club and Commander of the American Legion Post.

On April 13, 1922, President Chamberlain asked Professor Kornhauser to resign. Dr. Kornhauser, knowing his work would stand any test, saw no reason why he should do so. The president explained that certain friends and supporters of the University objected to having any one on the faculty who was not a Christian.

There is a rule at Denison that only Christians can be members of the Faculty. Dr. Kornhauser is a Jew. President Chamberlain knew this when he appointed him, but Professor Kornhauser was led to believe that it was all right.

On April 22 the president informed Dr. Kornhauser that he had only been appointed for one year and would not be reemployed, this despite his assurance of the previous year that Dr. Kornhauser was to be a full professor. Faculty and students, and even the Dean up to a few weeks previous, had all believed that Dr. Kornhauser was a full professor on permanent tenure.

On April 27 the president again asked Dr. Kornhauser to resign, promising, if he did so, to change the minutes of the trustees meeting to show that Professor Kornhauser had resigned voluntarily. Professor Kornhauser replied that if he were on a one year's appointment there was no need for him to resign.

The students, hearing of the case, were indignant. They were, however, forbidden to print anything on the matter without Dr. Kornhauser's "O. K." President Chamberlain then told Dr. Kornhauser that if he permitted the facts of his case to be stated in "The Denisonian", Denison would not be able to recommend him for another job.

The students promptly got out a separate publication expressing their opinion of the president. They also passed unanimously resolutions from which we quote:

"...Whereas, his (Dr. Kornhauser's) faithful efforts in his capacity as Professor of Zoology have brought this department to a position of recognised preeminence, his thorough methods of instruction have inspired his students with a genuine scientific interest, and his presentation of his science has been such as to arouse no religious doubt, and

"Whereas, he has won the regard of his pupils and the respect of all students; therefore

"Be it Resolved, by the student body of Denison University that we express our keen regret that the University is to lose Dr. S. I. Kornhauser, whose character we honor, whose service we deeply appreciate, and whose love for the college is excelled only by the affection in which he is held by this entire student body."

Dr. Kornhauser has no documents to prove that he was permanently appointed. He relied upon the word of the president. The case is one of common honesty.

On May 2 The New Student sent a telegram asking the president to write us a statement of his side of the case. We received on May 5 a telegram: "Facts concerning Professor S. I. Kornhauser's relation to Denison have been misstated. He was specifically employed for the college year. He was not re-employed".

A letter dated May 15 was sent to President Chamberlain asking among other things why he had raised Dr. Kornhauser's salary thus inducing him to stay and why he had given him the title of "Professor" carrying with it the presumption of permanency of tenure if he did not wish him to remain at Denison. No reply was received. In answer to a later telegram the president wired, "The Board of Trustees does not wish at this time to discuss its action of April 18".

Executive Committee of the National Student Forum

The 30 members of the Executive Committee of the National Student Forum including 20 students, 5 graduates and 5 faculty members were elected by the Hare system of proportional representation. According to this system the voter receives a ballot with the names of all nominees. He marks these names 1, 2, 3, 4, etc. in the order of his preference. When the ballots are counted, if one candidate has more first choices than are necessary for his election the surplus ballots are taken from him and distributed to the others according to the second choices on these ballots. Thus each ballot actually counts toward the election of one candidate. The real wishes of the majority are carried into effect while the minority voter has his proper share of actual influence.

The following students were elected:

Jasper King, Union Theological Seminary, '24; studied law at the Harvard Law School.

Rebecca Hallett, Mt. Holyoke College, '24; one of the organizers of the Forum.

Nancy Boyd, Barnard College, '23; President of the Social Science Club at Barnard.

Eleanor Phelps, Barnard College, '23; served as executive on the Student Committee for the Limitation of Armaments.

Ruth Boardman, Barnard College, '24; Secretary of the Social Science Club at Barnard, served on Executive Committee of the Intercollegiate Liberal League.

Gladys Parker, Hunter College, '23; President of the Senior Class, Executive Board of the Student Council, Vice Chairman of Social Service Committee.

Justine Wise, Bryn Mawr College, '23; active in the Liberal Club at Bryn Mawr.

Elizabeth Vincent, Bryn Mawr College, '23; served as executive on the Student Committee for the Limitation of Armaments.

Saul Sigelschiffer, College of the City of New York, '23; active in the Liberal Club at the College of the City of New York.

Moses Cuba, College of the City of New York, '23.

Estelle Dolcort, New York University Law School '23; Secretary of the Liberal Club at New York University.

Sidney Waldecker, Columbia University Law School, '23; active in the reorganization of the Politics Club.

Dorothy Adams, Goucher College, '23; active in the reorganization of the Ethics Club.

Helen Campbell, Vassar College, '23; on Intercollegiate Debate Committee, on Socialist Club Board, leader of a discussion group organized under the Political Association.

Pauline Curtis, Vassar, '23; executive work on the Dramatic Society, on Sophomore-Junior Debate Committee, and has taken part in activities of the Political Association.

Beatrice Bishop, Vassar, '23; editor of the News, debater.

Gale Johnston, Princeton, '23; member of the Press Club.

Frank C. Foster, Union Theological Seminary, a graduate of Colby College, '16; has taught in Swatow Academy, China, where he was in active touch with the Chinese student movement.

W. W. Ludvig, Union Theological Seminary, '23; graduate of Colgate, intercollegiate debater, chairman of editorial board of the college paper.

W. E. Stephens, Union Theological Seminary, graduate of Ohio Wesleyan, '20; instructor in philosophy at Wesleyan, travelled with Sherwood Eddy in Europe during 1921 at Mr. Eddy's request.

The graduates elected were:

Margaret C. Alexander, Smith College, '14; Director of the International Relations Clubs of the Institute of International Education, served on the Executive Committee of the Liberal League during the past year.

George Hallett, Haverford, '15; Ph. D. University of Pennsylvania, '18; Assistant Secretary of the Proportional Representation League, member of the Executive Committee of the Philadelphia Young Democracy.

Harold Evans, ex Haverford, a Philadelphia Quaker lawyer, member of national

Young Democracy Committee, was for some time in the Friends' child-feeding work in Germany.

Beatrice Lowndes Earle, Barnard, '17; served as Secretary of the New School for Social Research.

Sylvia Kopald, Barnard, '20; doing graduate work at Columbia, holder of the Caroline Duror Fellowship and lecturing on labor problems in a sociology seminar.

The faculty members elected were:

Professor William F. Ogburn, Ph. D. Columbia; Professor of Sociology of Barnard, also on the faculty of Political Science at Columbia, formerly of the staff of the National War Labor Bureau, has taught at Princeton, Reed College, and the University of Washington.

Dr. Joseph K. Hart, Ph. D. University of Chicago; at present Associate Editor of the Survey and Director of the Philadelphia School of Social Service, formerly on the staff of the University of Washington.

Dr. W. P. Ladd, D. D. General Theological Seminary; at present Dean of Berkeley Divinity School in Middletown, Conn.

Professor J. Salwyn Schapiro, Professor of History at College of the City of New York, author of "Modern and Contemporary European History."

Professor Harry F. Ward, A. B. University of Southern California; at present Professor of Christian Ethics in Union Theological Seminary, author of "The New Social Order."

THE NATIONAL STUDENT FORUM

The National Student Forum is a federation of independent college groups which study and discuss current social, economic and political problems. By open meetings the local group tries to interest the whole mass of the student body. The organization is essentially unpartisan and has but one principle: freedom of speech. The Forum arranges for speakers of all shades of opinion to address the various groups. It also issues The New Student to keep the the groups in touch with each other and with student movements abroad. Students, graduates and faculty are eligible for voting membership. We are glad to welcome any others who are interested as non-voting members.

APPLICATION FOR MEMBERSHIP IN NATIONAL STUDENT FORUM

I enclose \$..... as my contribution to the work of the National Student Forum, of which \$1.00 is in payment of my dues for one year as a

Student, Faculty, Assoc., or Ex-Student member.* 50 cents of the dues go for one year's subscription to "The New Student."
Name
College Year
College or Business address
.....
Home Address

* Types of Membership
Student—Those now students.
Faculty—Those now teaching or who have taught in a college.
Ex-Student—Those who have studied in a college.
Associate—Those interested in the N. S. F. who have never studied or taught in a college. This membership is non-voting.

The Economic Situation In Europe*

A SIMPLE, COMPACT SYLLABUS

By BERNICE SANBORN

The more or less complete failure of the Genoa Conference to solve the difficulties which lie at the base of the European situation has had its aftermath of dismay and pessimism. There have been left to the gathering at The Hague in June economic and financial problems which the Powers failed to face at Genoa and which must be intelligently met before reconstruction can begin. The Conference has had the result, however, of focusing attention upon the nature of the difficulties abroad, and of emphasizing the fact that production and distribution, currency and reparations, are fundamentally associated with the readjustment of the world. The United States may or may not share the pessimism engendered by the Conference, and may or may not abstain with wisdom from participation in European affairs, yet it would seem a truism to say that there are two points of view concerning our aloofness, and that there is much information concerning Europe's needs still to be presented as a basis for judgment.

A compilation of material on conditions abroad has appeared as "The Economic Situation in Europe", a syllabus prepared for the Interntional Relations Clubs of the Institute of International Education by Faith M. Williams of the Division of Analysis and Research of the Federal Reserve Board. This study is based on the fundamental assumption that "The treaties which followed the Armistice have been completely unsatisfactory from the economic point of view." The author adds that the chief factors in that disorganization are the destruction and devastation of the war period, the fact that no one of the continental European countries is able to equalize government revenue and expenditure, the difficulties involved in the reparation settlement, and the trade barriers which have been raised along the new national boundaries created by the treaties of peace.

These problems are analyzed in some detail and the belief is indicated that economic cooperation between the countries of Europe is the sine qua non of rehabili-

* The Economic Situation in Europe. By Faith Moors Williams.

Institute of International Education, 407 West 117th St., New York City. 25 cents.

APPLICATION FOR THE NEW STUDENT

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tation. In discussing the difficulties which the Central European states have created for themselves, for example, Miss Williams says, "These prohibitions, which were the extreme outburst of national ambitions encouraged by the war, succeeded for a time in almost suppressing trade between districts which had hitherto operated as single economic units, and the resulting unemployment and hardship on both sides of the boundary have been enough to convince even the most belligerent of Central Europeans that economic cooperation between the new states was not only desirable but essential."

Having presented these beliefs, the author discusses the situation in England, France, Germany and Austria, four countries whose future is bound together by reason of trade and production, and gives particular emphasis to the questions of government finance, currency inflation, stabilization of exchange, foreign trade, unemployment and reparations. In the opening paragraph on Germany the paradoxical condition of her economic life is described with great clearness: "The economic situation in Germany is a curious combination of industrial prosperity, national insolvency and individual poverty. The greater part of the German people are employed; most German factories are well supplied with orders; Germans who have speculated in commodities, in foreign exchange or in stocks, have made a great deal of money within the last year; but German wage-earners find that their wages cannot buy enough food and clothing to keep their families comfortable, and the middle class is also in want, for salaries have failed to increase with the increase in the cost of living. This curious situation is the outgrowth of the financial condition of the German Government, and it in turn depends so largely upon the settlement of the reparation claims of the Allies that it will be worth while to outline briefly the status of those claims". A complete analysis of the reparation situation follows and brings with it the conviction that a settlement of this difficulty can come only when goods, not gold, are recognized as the medium by which international debts are adjusted.

While the syllabus has been written primarily for the students of international problems in our colleges and universities, it is especially appropriate for the layman in economics because of the clearness and simplicity of style and lucidity of treatment. It is based upon a large amount of statistical material, and includes questions and bibliography on the fiscal situation of the European countries, prices and costs of living, exchange, reparations, foreign trade, industrial depression and unemployment. It is made complete by appendices which present statistics on the foreign debt situation and on trade.

There is relatively little discussion of the attitude of the United States throughout this study, yet the implication is clear. This country shares so vitally in the economic integration of the world that it must prepare to assume its responsibilities in establishing trade, industry and finance on a new working basis.